

Narrative Intervention with Children with Hearing Loss

Facilitating Complex Discourse

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Co-Investigators and Research Team



Pictured: Kate Scott, Megan Israelsen, Samantha Winward, Aubrey Passey, Shaelie Huffaker, Devan Reische, Teigan Beck, Mark Lindstrom, Rebekah Forbes, Sierra Martin, Daylene Weller, Madeline Williams, Sarai Holbrook

Not-Pictured: Sandi Gillam, PI; Madeline Peterson; Emmy Zemke; Mary Ann Hammon; Denise Cardenas; Emily Lambert

Introduction and Background

- ▶ Children with hearing loss (HL) often demonstrate difficulty with language and literacy skills (Lederberg, Schick, & Spencer, 2013)
- ▶ Narrative discourse may be particularly challenging (Boons et al., 2013; Kretschmer, 1997)
- ▶ Previous studies have described effects of narrative intervention with children with HL, but not in all areas (Eden, 2014; Justice, Swanson, & Buehler, 2008)
- ▶ In this study, we sought to further characterize the narrative skills and complex language discourse abilities of children with HL before and after narrative intervention.

Research Questions

- ▶ Is there a relationship between children with HL's participation in narrative intervention and...

Narrative proficiency

Holistic story quality

Grammaticality

Syntactic complexity

Lexical diversity

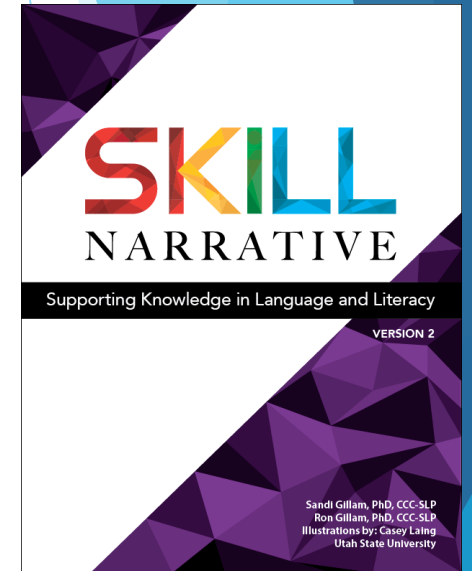
Lexical productivity

Participants

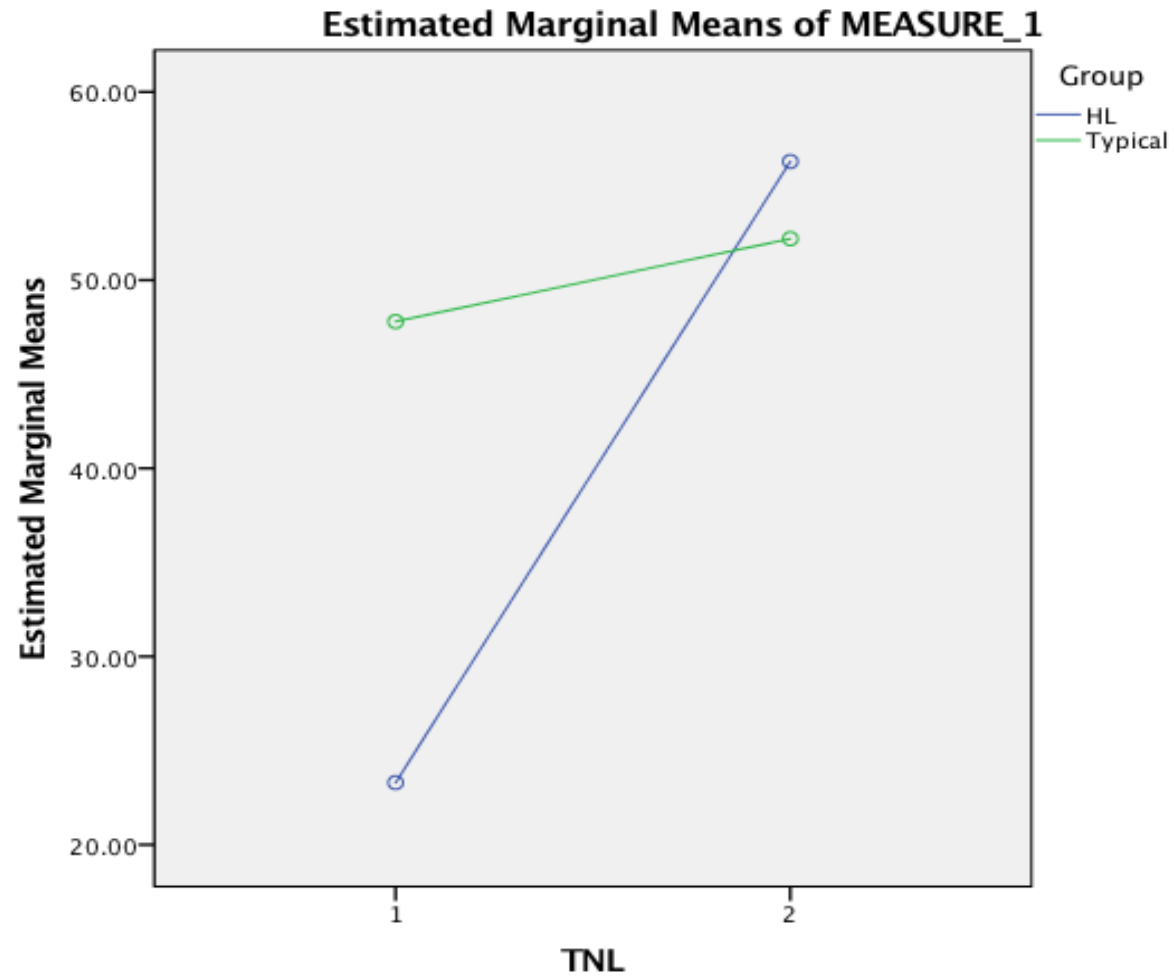
- ▶ 10 children with HL; 8 females, 2 males
- ▶ Ages 6;7-11;3
- ▶ 5 bilateral hearing aids, 4 bilateral cochlear implants, 1 unilateral cochlear implants
- ▶ Spoken language with SEE support at school
- ▶ No-treatment control group
 - ▶ 10 children aged 6;11-7;8

Intervention Procedures

- ▶ Two Texas-based SLPs provided assessment and intervention
- ▶ Test of Narrative Language-2 given pre- and posttest
- ▶ Intervention - Supporting Knowledge in Language and Literacy (SKILL; Gillam, Gillam, & Laing, 2014)
- ▶ Two types of stories recorded weekly



Results - Narrative Proficiency



Results - Improvements over time?

- ▶ Holistic Quality - No, remained low throughout
- ▶ Grammaticality - No, remained <50%
- ▶ Syntactic Complexity - No, most utterances contained 1 clause or less
- ▶ Lexical Diversity and Productivity - No, remained low throughout

Results - Story Retells vs. Single Scenes

- ▶ Holistic Story Quality
 - ▶ Significant differences between story retells and single scenes before intervention
 - ▶ No significant differences after intervention
- ▶ Lexical Diversity and Lexical Productivity
 - ▶ Significantly lower in story retells than single scenes throughout intervention
 - ▶ Significantly fewer words than control group at posttest

Implications - The Bottom Line

- ▶ Narrative intervention using SKILL may be useful in improving narrative proficiency in children with HL, even when incomplete
- ▶ To see improvements in other language areas:
 - ▶ Complete the intervention (see Israelsen, Winward, & Gillam, in preparation)
 - ▶ Specifically target each language area
 - ▶ Consider extra time due to impairment severity
- ▶ Conduct larger study with better experimental control